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GUIDE BOOK

FOR

TEACHERS OF FAMILY LIFE EDUCATION



ISSUED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA

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PUBLICATION No. 224

GUIDE BOOK

FOR

TEACHERS OF FAMILY LIFE EDUCATION

By

BESS N. ROSA
ROSE L. MILLS



ISSUED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA
1940

FOREWORD

The two-fold purpose of the family life education program, as of the education program as a whole, is to help individuals in the adjustment and enrichment of their lives and to help North Carolina in the conservation of human resources. Teachers of family life education have a particularly good opportunity to make a valuable contribution to this purpose.

This Guide Book has been prepared for both new and experienced teachers who are teaching in the field of family life education. This field is a new one and teachers must experiment with methods and techniques. It is hoped that the suggestions given in this book will be helpful. The lesson plans are intended to stimulate thinking and initiative on the part of the teacher. They will merely give her an idea of some of the things she might do. The real value in her teaching will lie in her ability to fit the material she gives her group to the interests and needs of each member. She will also want to consider her own ability to meet these needs and interests.

—BESS N. ROSA
ROSE L. MILLS

“I am sure that this new Guide Book will be very useful to the teachers. It is practical, well organized, and simply written. The suggestions are direct and pertinent. The illustrations are unusually apt and certainly are illustrative of the material which accompanies them. I am particularly glad to see definite suggestions given for the kinds of questions which can be used in a group meeting to provoke discussion. I think the Guide Book has been unusually well done.”

—GRACE LANGDON, Specialist
Family Life Education
Work Projects Administration
Washington, D. C.

CHAPTER I. OBJECTIVES

WHY ARE WE CARRYING ON FAMILY LIFE EDUCATION?

Family life is a basic social unit which we wish to maintain and strengthen. It is basic because it has almost all the control of the child's early development. It continues its influence on the child's development throughout his contacts with church, school and community. It forms a needed emotional tie for human beings. It is the unit for providing food, shelter, clothing and early education.

Family life is facing increasing difficulties in getting along. Standards for necessities have been raised. People want more things and more experiences. There are more ways to spend money, more things to buy, more available services if you can pay for them. There are more forces that tend to compete with or break down family life.

The family has fewer ties that hold it together. The economic tie is much weaker. Women are less dependent on men for their support and men are less dependent on women for their services in the home. The law, the church and public opinion are less strict about divorce. Other agencies offer services formerly performed by the family such as health services, making clothes, canning, and growing foods.

Social needs and conditions have changed so fast that the family is not keeping up. For example, women have always helped to provide the necessities for family living. We have not adjusted to the problems that arise from their going out of the home to help provide for the family's needs. Family security is tied up with the whole economic set-up of the nation and the world. When this economic set-up is threatened, the family needs outside help, both financial and educational.

WHOM ARE WE TRYING TO REACH?

1. Parents of nursery school children.
2. Other interested parents.
3. Pre-parental groups, out-of-school youth.
4. Teachers.

CHAPTER II. METHODS

HELPS IN FINDING THOSE WHO NEED FAMILY LIFE EDUCATION

1. The nursery school.
2. Personal visits to the homes.
3. Public schools
 - Superintendent
 - Principal
 - Teachers
 - Visiting teachers
 - Supervisor of adult education.
4. Parent-Teacher Association
 - President
 - Parent education chairman
 - Summer round-up chairman
 - Safety chairman
 - Grade mothers.
5. Welfare Office
 - Superintendent
 - Case workers.
6. Health Department
 - County or city doctor
 - Visiting nurses.
7. Work Projects Administration
 - District Supervisors, Professional and Service Division
 - District Supervisors, Education Section.
8. Farm Security Administration—Home Economist.
9. Home Demonstration Agent.
10. Industrial organizations
 - Mill superintendent
 - Case worker
 - Educational director.
11. Community organizations
 - Community Chest (Family Service Director)
 - Woman's Club (Junior and Senior)
 - Junior League
 - American Legion Auxiliaries
 - Rotary Club
 - Kiwanis Club
 - Lions Club and other civic welfare programs.

12. Churches

Minister and other interested workers.

HOW TO GET THEM INTERESTED

1. Get acquainted with them and make friends with them. Find out their interests and study their needs and problems through home visits, passing contacts, through other meetings, etc.

Suggestions for observing interests, needs and problems as you visit homes to be recorded later :

What do they talk about? Ills, children, money problems, work, neighbors, food, family conflicts.

What are their standards of living? Housing, number of rooms in relation to size of the family, comfort and attractiveness of furniture, food and way of serving, garden, sanitation (sewage disposal), food storage, household pests, personal cleanliness, outdoor space.

What is their position in the community?

What work do they do? Husband, wife, children.

How do they have a good time?

2. Help them with their individual family problems through sympathetic listening, help them find and use community services, and help them develop skills in home management and understanding home relationships.
3. Help in the group meetings they already have through the serving of food, the care of children, and through participation in programs, talks and dramatic skits.
4. Put up posters and exhibits in places where they go, which picture better family life.
5. Distribute free literature.
6. Show slides and moving pictures of family life problems.
7. Tell them about good movies concerned with family life that come to the theatres.
8. Get the help of other organizations and key people to arouse interest.
9. Have them see the nursery school and show what it has done for the children.
10. Have them visit demonstration homes, play groups and public school exhibits on better family living.

HOW TO PLAN OUR PROGRAM

In adult education, let us remember this valuable advice from Mrs. Elizabeth C. Morriss—that modern, imaginative teaching should enable the student to:

Start where he is.

Go in the direction he wants to go.

Go at his own pace.

Help him to make immediate use of new learnings for present purposes.

Lead him to see the next definite steps ahead.

Lead him to want to take those steps.

What are our problems in arranging for meetings?

1. Deciding on time, frequency, length of program and number of meetings.

We must find the time that suits them best. We must consider their work and other meetings. Plan a time and stick to it. How often they meet and how long they stay depends on their own wishes and the time of the teacher. For example, a mill group found it most convenient to meet at two o'clock between shifts. A group of fathers found that they could only meet at night. Some groups want to stay only an hour and some much longer. Some want to have a good time after the class and talk to the teacher or to each other. Their other seasonal interests and work influence the division of the year's program. It may be influenced, for example, by summer vacation, tobacco season, cotton season, revivals, etc. Fit your program to the needs of your group.

2. A place of meeting.

Try to find the place that is most convenient and comfortable and where they will feel most at home; such as

Nursery school

Community center

Church

Individual homes

Young Men's Christian Association

Public schools

Community school centers.

3. Care of children.

Get a good person to be responsible for the comfort, safety and interest of the children who must come with their parents.

4. Attendance.

Have a member of the group who will remind each person when the meeting time is and who will encourage him to come.

5. Social activities.

A member can be asked to plan for ways of providing opportunities for social contacts and recreation.

6. Program committee or program planning group.

Some groups work better if two or three representatives meet with the teacher and plan the program, or work out suggestions for the group to consider as a program.

HOW SHALL WE FIND OUT WHAT TO TEACH?

What have we observed that they need?

What are they interested in?

What can we teach?

In general what do we consider family life education?

1. Understanding the child, his health needs, his interests, his learning, his playmates, his relationships to the members of the family, his emotions, his response to authority, his self-reliance.
2. Management of the home—Making the best use of space and furnishing for the privacy and comfort of each member of the family, making the best use of money, planning the work and improving household skills, sharing responsibility, planning for good times.
3. Home improvement—Repairing or making furniture, improving sanitary conditions, painting and making the home more attractive, making the home more convenient (putting up shelves, hooks, etc.), improving the grounds, growing fruits and vegetables and flowers.
4. Food—Selection for food value, attractiveness and cost, storage, production, preservation, preparation, serving, food habits and attitudes toward food.
5. Clothing—Wise buying, care and repair, laundry, storage and making and remaking of clothing.
6. Family relationships—Home-making goals, partnership of parents, parent-child relationships, brothers' and sisters' relationships.
7. Interests in the home—Reading, music, games, handicrafts, working together, entertaining in the home, planned ex-

periences for parent and child, seeing a train or boat come in, etc.

8. The family in the community—Community services for the family, family responsibility to the community, neighborhood cooperation.
9. Health in the home—First aid (home medicine chest), home care of the sick, safety, contagion, sanitation, materials for the convalescent child.

HOW CAN WE TEACH THEM?

1. Demonstration—We can show them how to do things such as furniture repair, handicrafts, cooking, wise handling of children in the nursery school.
2. Discussion—We can get them to talk. We can talk to them or we can bring in speakers.
3. Question-Answer—We can let them ask questions, or the teacher can bring out discussion through questions.
4. Activities—We can have them help in the nursery school. We can have them participate in the activities of a demonstration home. We can have them make things such as toys, clothing, furnishings. We can have them garden, nurse, cook.
5. Talks—These are more valuable if some preparation is made as questions to ask the speaker.
6. Movies—Show them pictures. Plan preparation and follow-up activities.
7. Exhibits—We can show them things that have been done. We can show things that they have done.
8. Radio—There are several good radio programs concerned with family life education.
9. Reading—Leaflets, pamphlets, books that are interesting and practical may be used.
10. Dramatics—Have them put on stunts that express good ideas on family life.

NOTE.—In working with parents, keep these things in mind:
We have to make them want to come and to take part.
We must win their confidence and friendly help. When parents enter the discussion, make it a point to use their

ideas in a favorable way so they will feel that what they say is worth while and is appreciated. Never use ridicule with them. Deal gently and kindly with mistakes. Aim to send them home with the feeling that they have an interesting and hopeful job in homemaking rather than that they are failures and that family life is going to the dogs. Encourage home observations or activities that they can tell about at the next meeting.

CHAPTER III. SUGGESTED PROGRAMS

USING INSIGHT INTO FUNDAMENTAL PROBLEMS

In planning the program we must keep in mind, not only things that they say they need, but we must recognize their often extremely difficult and serious fundamental problems such as:

Not enough money for subsistence or irregular and uncertain income.

Difficult family situations—lack of cooperation.

Unstable moral atmosphere.

Serious health problems.

Size of family.

Poor housing—lack of space—poor sanitation.

Crowded neighborhood—difficult neighbors.

Little play space, equipment or direction for children.

Children left uncared for and alone.

Lack of opportunities for adult recreation.

Lack of education.

Poor home management and lack of household skills.

Poor community facilities.

Discouragement and lack of hope and ambition.

PLANNING A LESSON

Perhaps the way they will learn the most is to see and do things or to take part in the lesson. So we must make use of every chance to show what we are talking about, to let them work with us, to bring them into the discussion. We have people in our class who know things that will be good for others in the class to know. Give them a chance to talk and to help. In preparing your lesson you may find it good to outline it thus:

- I. Questions to bring out ideas and discussion. Stories, quotations, pictures and objects, demonstrations or stunts to show what we are talking about.
- II. Things for them to do in class or to go home and do. (Materials with which to work.)
- III. Summary.
- IV. Things to read.

SUGGESTED OUTLINES FOR DISCUSSION GROUP PROGRAMS

UNIT ON FAMILY RELATIONS

- I. My Home: What am I striving for?
- II. Home standards, yesterday and today.

- III. What do parents expect of each other?
- IV. Plan for children.
- V. What do parents expect of children?
- VI. What do children expect of parents?
- VII. Brothers and sisters in the home.
- VIII. Others in the home.
- IX. Earning and sharing income.
- X. Managing work in the home.
- XI. The family council.
- XII. Nurturing special interests.
- XIII. Managing social relations.
- XIV. The home and the community.
- XV. Training for family life.

UNIT ON MAKING THE HOME MORE SERVICEABLE

- I. Organizing the group.
- II. Everyday materials for play.
- III. What playthings can we make?
- IV. Bring materials to work with.
- V. The small child's place in the home. (Hooks, chairs, stools, steps, etc.)
- VI. Providing for the child who likes to do things.
- VII. The gang-age child in the home.
- VIII. A place for daughter to bring her beau.
- IX. How can they enjoy themselves?
- X. Why boys leave home.
- XI. Family fun together—indoor games.
- XII. Play outside.
- XIII. Doing things together—working together.
- XIV. Exhibit of things done and social hour.

UNIT ON UNDERSTANDING OUR CHILDREN

- I. Organization and social meeting.
- II. We are proud of healthy children.
- III. Food and health.
- IV. Sleep habits of children.
- V. Cleanliness and health.
- VI. Health aids in the community (Talk by health person).
- VII. The child and authority.
- VIII. Rewards and punishment.
- IX. Indirect control of children.
- X. The busy child is the good child.

- XI. Anger and fighting.
- XII. Fear and courage.
- XIII. Lying and stealing.
- XIV. Sex education.
- XV. The child's playmates.
- XVI. Dramatizing parent-child relationships.

SUGGESTED PROGRAM WORKED OUT IN DETAIL

I. THE FIRST MEETING.

Be sure that reminders have gone out to the people who are expected to come. See that the place for the meeting is clean, well lighted, warm, and that there are enough seats and tables for work.

Know as much as you can about the needs and interests of your probable group and make plans for suggesting (perhaps three) possible lines of work in which they may be interested, unless you have already planned the program with a committee. Determine their preferences as to place and time of the meetings and how often they want to meet. Arrange for the people who are going to help you.

Have things to show, pictures, stories, stunts that will develop enthusiasm for the program. They must feel that they have learned something at this first meeting and that there is much more they can learn.

They must feel that they have had a good time, so be sure the first meeting is a friendly one and that there is some recreation planned, such as games, music, refreshments, stunts, etc.

If they have something that they can take home in the nature of an idea, a plan of work, a sample, a booklet, it is more likely that they will come back.

II. WE ARE PROUD OF HEALTHY CHILDREN.

Questions to consider:

1. When did it go out of fashion to excuse ourselves for nervous, sickly children?
2. What is a well child?
3. Rate your own child according to the following:
 - Glossy hair
 - Bright, clear eyes
 - Nose clean

Teeth clean and even and strong
Skin clear and smooth and good color
Muscles firm and strong with sufficient fat
Head erect
Shoulders even and not drooped
Chest broad and deep
Straight back and flat belly
Arms and legs straight and joints not enlarged
Feet well arched and strong

3. How do we know that a child's body is in good running order? Consider expression, tongue, breath, posture, muscle control, nervous habits, endurance, elimination, appetite.
5. Where do you keep a record of your child's gains in weight and height?
6. What can we do for the child who is too thin? for the child who is too fat?
7. What causes rickets? and what can we do about it?
8. How can we lessen the number and seriousness of colds?
9. What immunizations should all children have and at what ages?

Things to do:

Show pictures of healthy children.

Show charts or diagrams of good and bad posture.

Show pictures of children who have rickets.

Show charts giving good teeth development.

As a follow-up of this lesson, we may plan to have a health round-up of the children made by the city or county health department.

References:

The Well Child, Iowa State College Extension Service,
Iowa City, Iowa.

Healthy Children, National Congress for Parents and
Teachers, 600 South Michigan Boulevard, Chicago,
Ill., .05.

Good Posture in the Little Child, U. S. Department of
of Labor, Washington, D. C.

III. FOOD AND HEALTH.

Questions to consider:

1. What foods are most important for the growing child?
2. Can we know how much they should eat?
3. What foods take their appetites without being best for them?
4. What are good eating habits?

Eat good, simple foods at regular meal times.

Chew thoroughly; don't dawdle, or be greedy.

Make no unnecessary fuss about food.

Don't eat between meals.

5. Suggestions for forming good eating habits:

Serve meal attractively—in *small* servings. Be sure food is mildly seasoned and not too greasy; is the right temperature, fresh, good flavor, and the right consistency and texture.

(Note to teacher.) Exhibit attractively prepared food for children of different ages.

Have meals ready on time.

Be sure he hasn't had food between meals.

Act as though you expect him to eat.

Don't talk about anyone's dislikes of food.

Never coax or try to force him to eat.

Let him learn to feed himself as soon as he can.

6. Let parents discuss the meals they serve and the devices they use for forming good eating habits. Let them talk about which ways are best and which may not be so good. A check sheet might be used such as the following:

When my child does not drink his milk—

I give him a smaller serving next time.

I taste some to see if it is fresh and cold.

I serve it first and won't give him anything else until he drinks it.

I tell him how good it is for him.

I offer him a piece of candy or some other reward if he will drink it.

I serve it in a pretty little pitcher and a special little glass with a picture in the bottom.

I help him drink it; hold the glass for him.

I serve it some other way—with chocolate, with

ovaltine, in soup, in ice cream, in pudding, in milk toast.-----

I tell others how bad he has been.-----

I make a big fuss of praise after each sip.-----

I make him sit there *until he has finished it*.-----

I reduce other foods that may be taking his appetite.-----

I see that he gets more outdoor exercise, more sleep, less fuss made over him.-----

I let him see only other people who like milk and drink it.-----

7. What part does eating play in family association? When father is irregular in coming home, should children wait? or should children eat alone? How can we make meal times pleasant?

Note.—Material for questions 4, 5 and 6 is taken from an outline on Child Development prepared by Doris Mewborn and edited by Bess N. Rosa for the Home Economics Division of the North Carolina Department of Public Instruction.

Things to do:

Follow with lessons showing how to prepare foods for children.

Make plans and carry them out for a garden and a home food supply.

If it is a proper time of year, we may can foods that may be used in winter.

References:

Well Nourished Children, Children's Bureau, Department of Labor, Washington, D. C.

Eating, Work Projects Administration pamphlets, Teachers College, Columbia University, New York.

Food for the Young Child, Bureau of Home Economics, U. S. Department of Agriculture, 1921. Set of eight. .25.

IV. SLEEP HABITS OF CHILDREN.

Questions to consider:

1. What are good sleeping habits?
2. How much sleep do children need?

3. How shall we get him ready for bed?
4. What are desirable conditions for sleep?
5. How long should it take him to go to sleep?
6. What is wrong when a child does not sleep?
7. What can we do when:
 - He won't take a nap?
 - He fusses and dallies about going to bed?
 - He wants attention after he has gone to bed?
 - Two children insist on playing instead of sleeping?
 - He wants to sleep with some other member of the family?
 - He says he wants the light on or is afraid?
 - He wants to take things to bed with him?
 - His sleep is fitful and disturbed?
 - He wants to get up when others want to sleep?
8. Should we use bed for punishment?
9. Discuss care of baby's bed; how to keep him covered.

Things to do:

- Show them proper sleep garments for children.
- Show them the best kind of bed and bedding for a child.
- Put on a skit showing the routine of putting a child to bed stressing having the child clean and comfortable, prayers, a dark room and an open window.

Note.—The questions in this lesson are taken from an outline on Child Development prepared by Doris Mewborn and edited by Bess N. Rosa for the Home Economics Division of the North Carolina Department of Public Instruction.

References:

- Good Habits for Children, Metropolitan Life Insurance Company, New York City. Sleep. Free.
- The Child from One to Six, pp. 65-69. U. S. Department of Labor, Washington, D. C.

V. CLEANLINESS AND HEALTH.

Questions to Consider:

1. What have flies and other household pests to do with my child's health?

2. How important is careful storage of food and water and milk to his health?
3. How are these ills related to lack of cleanliness?

Itch	Intestinal worms	Tuberculosis
Lice	Ringworm	Hookworm
Impetigo	Typhoid	
4. How much can we do to have a clean home, clean food and water supply, and proper sewage and trash disposal?
5. What cleanliness habits should the child have?
 - Drink only from a drinking fountain or a clean glass.
 - Don't eat after anyone else.
 - Be sure food is fresh and clean.
 - Keep fingers and dirty objects out of mouth.
 - Wash hands before eating.
 - Keep body and clothing clean.
 - Use toilet for elimination.
6. Why should children learn to take care of themselves? Dressing, washing, brushing teeth, etc. What daily cleanliness routine is best for your child?
7. How can parents help children be independent in toileting? How train them to have a dry bed and to have dry clothing?

Things to do:

- Show parents how bathrooms can be arranged so the child can help himself.
- Demonstration of how to rid the home of pests.

References:

- North Carolina State Board of Health Bulletin, Raleigh, N. C. Free.
- Farmers' Bulletin No. 1374, Care of Food in the Home, U. S. Department of Agriculture, Washington, D. C. 1926. Free.
- Farmers' Bulletin No. 1227, Sewage and Sewerage for Farm Homes, U. S. Department of Agriculture, Washington, D. C.
- U. S. Department of Public Health Leaflets, Washington, D. C.: No. 69, Typhoid; No. 27, Tuberculosis; No. 34, Trichinosis; No. 135, Common colds; No. 11,

Malaria; No. 29, Transmission of disease by flies; No. 1656, Housing and Health; No. 108, Sanitary Privy; No. 129, Bedbug; No. 152, How to control fleas.

VI. HEALTH AIDS IN OUR COUNTY.

Questions for discussion:

1. What help can we get from our city or county health center?
2. How much sanitary service and supervision does our community offer?
3. What safety provisions are made by the county? Are these adequate?
4. When and how can we have our children immunized?
5. Where and how can we get maternal health supervision in our county?
6. What quarantine regulations do we have and how should we regard them?
7. How does our community deal with the problems of syphilis, health examinations before marriage, prenatal care, midwives' services?

Things to do:

Talk by local health official.

Talk by city public works official.

Make a survey of sanitary conditions in our neighborhood; uncovered garbage cans, type of toilet facilities, etc.

References:

State Health Bulletin, State Board of Health, Raleigh, N. C.

Try to get information on local conditions.

VII. THE CHILD AND AUTHORITY.

The following is a radio talk given by Mrs. Bess N. Rosa in a radio series on "Parents and Child Discipline" under the sponsorship of the North Carolina Congress of Parents and Teachers.

LESSON I—"TEACHING CHILDREN TO MIND"

Good afternoon, North Carolina Parents. This is the first in a series of five talks on Parents and Discipline, prepared for parents study groups under the sponsorship of the North Carolina Congress

of Parents and Teachers. Your radio chairman is Mrs. C. O. Burton, 603 Scott Avenue, Greensboro, N. C. We are going to talk about "Obedience" today.

When we first think about it, it seems that must be just about all there is to child training. The parents whose children do as they are told and don't talk back are thought of as really good parents. I have often wondered how rich I could become if I could find a kind of magic wand which I could sell to parents and say "Now with this wand you will have no trouble at all with your children minding. All you will have to do is just to wave the wand as you say, 'It's time to go to bed,' or 'Have the car back at eleven p.m.,' or 'Don't wear so much lipstick,' or 'Bring in the kindling,' and your children will go nicely right away and do just as you say until they are eighteen years old." Then, of course, they should be old enough to be their own bosses. How many parents would buy my wand for \$5.00 or, maybe, \$10.00, or wouldn't it be worth \$25.00? Would you buy it? Well, truly, I sometimes wish that I had such a wand. It would make everything so easy, at least for the parent. But I am sure that good child training can't be that easy. Yet we have a very good old rule, "Children, obey your parents." And would that more children were taught to follow it.

Let's think about three questions today: When should we "make our children mind"? Are there times when we make too much of it? And, how shall we train children so they will do as we say?

Thinking of the first question—When should we "make our children mind"?—you will say at once, "Well, surely when they are in danger." Little five-year-old Dan is playing in the water at the edge of the lake. He goes out a little way and Daddy knows the lake is deep. After a few steps he calls, "Don't go any further, Danny. Come on back." Of course he must mind. Little six-year-old Mary is starting to school. The highway is very dangerous and we say to her, "Mary, you wait to cross the highway until brother Bill is ready. He will take your hand and see that you get across safely." Of course, she should wait. Five-year-old Joseph is found with a pocket full of matches. He has already laid the makings of a fire under the back porch just as he saw Daddy fix it in the fireplace. He wants to be like Daddy, but we catch him in time and say, "Oh, no, Joseph, you must not play with matches, fire is very dangerous." It will just be too bad if he does not mind us. It is our business to see that all these children do as they are told or else we are very foolish parents. Yet, let's think ahead just a bit. Before long we want Danny to be able to swim in deep water. Soon Mary should learn to cross the highway by herself. And I do remember how much I wished one day when I was sick to light the gas stove. Yes, they should learn how to handle matches. Well, then they must mind us when they would be in danger. But we must not forget they are growing very fast. They are able to learn, so before long if we still insist on holding their hands when they feel they must learn to go alone, we will either make dependent babies out of them or, if they are smart, they will

learn on the sly anyway, and then they are in danger sure enough. Ask any number of grown men how many of them slipped off to the swimming hole when Mother had told them they must not go. They were wiser than she—they had to learn to swim and she would not give them a chance. It was dangerous when they were five years old and, of course, it was still dangerous when they were ten if someone hadn't taught them how to swim. But they went anyway and wouldn't it have been much wiser if she had gone with them or had someone to teach them instead of just saying, "Don't"?

Coming back to our first question—When must children mind?—you will add, too, when it is better for their future. They can't see ahead as well as their parents can and so we have to manage for them here. Then aren't we right when we see that:

Three-year-old Mary takes her afternoon nap?

Johnny drinks his milk?

Eight-year-old Mary practices her music?

Twelve-year-old Janet wears low heel shoes?

Twelve-year-old Jack does not smoke cigarettes?

They all go to school and study their lessons?

Well, that's a big order and we are responsible. Where is that wand? Or since we don't really have the magic wand, shall we take care of these children by a set of rules and commands that must not be broken at the cost of force, shall we stand by and beg and persuade and coddle, or must we study our child to see what will bring him along willingly? Well, let's leave our answer till we get to our last question of how to get the right kind of obedience.

But coming back to the first question again, are there still other times when children should mind besides when they would be in danger and when it is better for their future? You will add, "When it affects the rights of others." Three-year-old Sally must not pick Mrs. White's flowers, Fred must take good care of the library book, Arthur must take his turn at the tasks about home, Betty must not take change out of Mother's purse, Johnny must shoulder the blame for his own muddy tracks across the hall. We surely all agree on these. It would be so silly for Mother to say, "Mrs. White doesn't need to be so fussy about her flowers. Sally wanted some flowers and she didn't know any better." Mrs. White answers, "Well, Sally's mother surely knew better. Why didn't she look out for Sally?"

Perhaps someone will say, too, "Well, children should mind just because it is a good habit." Soldiers are taught to say "Aye, Aye, Sir" and salute whether they want to or not. We may not all agree on that. Perhaps that brings us to our second question.

Are there times when we make too much of childrens' minding? Now I know we are in for a lot of argument. That is quite all right but let's think. "Aye, Aye, Sir": Do we want soldiers in the home? Or do we want factory hands? Soldiers are part of a war machine and they must be under the absolute direction of the man who says go on over the top now even though you get killed. Factory hands are part of a plan for turning out goods at the lowest cost and they are paid to do just as they are told. No one is plan-

ning for them in five or ten years to take charge of the factory. So far as the boss is concerned, they can still be doing just as they are told. But children in our homes are being trained to grow up and start homes of their own. They need to learn why they are doing as we say, they may even have to learn to do something we forgot to tell them to do, or they may find they must do something in a way different from the way we said it should be done. A parent once complained, "My sixteen-year-old girl has no backbone. She is so easily led. Now, I'm different. I'm very strong willed and always have been." Do you suppose the parent's will was too strong for that girl?

Do we want children to mind sometimes just because it makes us feel so powerful or because we can show off before someone who will say, "What a good parent. How well those children mind?" Is that really a very good reason or is it a pretty poor one? Suppose you decided to have carrots for supper and you called to your nine-year-old son and said, "George, go out in the garden and pull some carrots for supper." He and a playmate are each working very hard carving out a model of a boat and trying to see who can get done first. He might give you one of these answers. Which one would you like best? "O. K., Mother. Well, I guess that settles it, Alex. You win. I must do as Mother says." There's a child who minds at once without question. Or he might say, "Mother, I will be through here in about fifteen minutes. Can't I get the carrots then?" Is he the boy who expects his mother to be reasonable, or is he just learning to put her off? I wonder if you ever said to your child who wants a button sewed on, "After a bit, son, my hands are in the dishwasher just now." Has he a right to do the same? But our nine-year-old boy might also answer, "Why don't you have Charles get the carrots this time? It's really his turn you know." Is this the boy who expects his mother to be fair or is he just trying to squirm out of his share of the work? Do you suppose it might be Charles' turn? Has George a right to remind Mother of that? Or will that only make for trouble? Well, our nine-year-old boy might say, "Goodness, Mother, after this rain it's awful muddy in the garden. Why didn't you have me get them this morning? Can't we have cabbage tonight? That's already in. I happen to know." Is this young fellow being rude to his mother when he suggests that she has been a poor manager or when he thinks of offering his own ideas? Would she be losing control of him if she said, "Oh, very well then, surely we can have cabbage. It is pretty muddy in the garden and I did forget to tell you this morning."

All right, take your choice of these boys for your own son. Which one do you like best—the one who said, "O. K., Mother," the one who wanted to wait fifteen minutes to finish what he was doing, the one who said it was Charlie's turn or the one who tried to argue her out of it and suggest something else?

Do we want children to mind sometimes when we are really wrong and they see that we are wrong? Would you want to go on then and use your power as a parent just because you are bigger

and can make him do as you say, or would you be glad to have him use his own good sense though he might not be minding you? Are there then times when we really think too much of making children mind just to prove that we are boss?

Well, now for that third big question—How shall we teach the child to mind us when he should?—for there are surely plenty of times when he should.

1. Stick to certain regular habits. I recall a time when this was proved to me. A mother had a habit of putting the little ones to bed each afternoon right after they had their lunch. When the last bite was eaten already their eyes began to droop. Right away she left everything and gently put them in bed and they were off to sleep before she had the table cleared. But one day she wanted to take a nap, too, so she thought, "I will rush through the washing of these dishes and then will put the children to bed when I go." She put them down to play awhile. This was new to them, but soon they were busy playing and they were having a grand time. When she was ready to put them to bed, they were not ready to go to sleep because she had changed their regular habit. It was several days before they got back to their old nap habit. Were they bad children or was she to blame?
2. Give only commands that are important and make them clear and then see that they are carried out. Suppose I tell five-year-old Mary to run upstairs and look in the right-hand corner of the middle dresser drawer and bring me Daddy's blue shirt. I realize right after I say it that I have enough mending to keep me busy for half an hour, so I don't really care whether she goes or not. Anyway, she starts but she is too little to remember all those directions, so she really gets to playing with her dolls while she is up there and doesn't bring the shirt at all. Better not tell her to do it in the first place.
3. Be a worthy boss. Talk as if you expected the child to mind. Even a small child will notice a wobble in your voice and see that maybe you don't know what you want after all. Use a kind voice. No one likes to be bullied. It makes him afraid, or angry, and even though he thinks he must mind you now, he may be thinking, "Well, one of these days I will get big enough to get loose from that old crab and I won't have to be talked to in this way any more."
4. Be fair. Children know when we are not fair and even though they may not dare to tell us so, they don't think of us as worthy bosses.
5. Mind him, too. When he has a fair thing to ask of us we should be as quick to do it as we expect him to be when we speak. We must keep our promises to him and be as polite as we want him to be to us.
6. Don't treat him as a plaything. He is learning from the very day he is born and we don't want him ever to start the

wrong way just because it is cute now, when it will be bad later on.

7. Dad and Mother and all the other bosses should agree. We can't have an obedient child when Mother says, "No pickles for Johnny," and Daddy says, "Just one little nip won't hurt," and Grandmother says, "Oh, he is begging so sweet, Mary. Don't be so hard on him." Oh, what a spoiled child he will be.
8. Sell the idea. A child must feel obedient as well as to act obedient. You may make him do as you say but you must also make him feel right about it, and he must come to know why it is right to do as you say. Then he is really learning to believe in you and work with you. That is the kind of minding we want.

Then let us sum up. We do want children who mind for it affects their safety, it affects their future, it affects the rights of others, and parents are responsible. Children can't just grow up little wild, willful animals. But we don't boss them just for the sake of being big bosses. We try to be regular and reasonable and fair, and we stick to what we say and Mother and the others agree on what to say. We study our children's needs before we give commands, and we don't forget that we are trying to teach them to grow up and learn to think for themselves and manage their own affairs.

Next week, let us talk about another side of discipline—Self Direction. However, we work it in with obedience. Listen in at this same day and hour next week. And now I hope your listening groups are just full of ideas for talking among yourselves. Write me about some of these. I should like to know how you feel about "Children who mind."

The following are questions for discussion based on the above talk:

1. How many of you would like to have that magic wand for making children mind?
2. Would there be anything wrong with using it until the child was eighteen years old? What would he be like at eighteen?
3. When should parents insist upon the child's doing as he is told?
4. If we must keep him from doing things that may hurt him, how is he going to learn to do them? How and when would you teach a child to cross the highway? How and when would you let him handle matches and fire?
5. If we must see that he does certain things because it will be best for his future, are we always sure about

what will be best? May the needs be different for different children? How can we lead them to want to do these things?

6. How can we teach a child to care for the rights of other people? Isn't it natural for him to think of himself first?
7. Do you want a child who minds just because he is told? Or might there be a time when you would find he "had no backbone"?
8. If a parent tells a child to do something and then finds he is wrong, should he say so to the child and take back what he said?
9. If parents don't agree on what a child should do, how should it be settled?
10. Which of the boys would you choose for your son, the one who minded at once without any words, the one who asked if he might finish his first job, the one who thought it was Charlie's turn, the one who tried to argue her out of it and suggest something else?
11. When a child minds at once without any words, do you care how he feels about it? What difference does it make?

Things to do:

Talk about these "rules for teaching children to mind":

Stick to certain regular habits.

Give only commands that you mean to carry out.

Be a worthy boss.

Talk as if you expected him to mind.

Talk kindly and set a good example.

Mind him too.

Don't treat him as a plaything.

All bosses must agree.

Explain and make him feel right about what you tell him to do.

References:

New Jersey Extension Bulletin No. 150, New Brunswick, N. J. Why Children Disobey. .06.

VIII. REWARDS AND PUNISHMENT.

Questions for discussion:

1. When would you quit holding a child's hand to keep him from going into the street? Can you teach him

not to go into the street by keeping him in a fenced yard? Of course it may provide safety, but does it teach him to stay out of the street?

2. Why does a child beg and beg us after we have said, No?
3. When do you think it wise to let your child take the consequences of his own acts? What would be the natural consequences if:

He comes home late to supper?

He sits up too late at night?

He insists on eating too much of some food?

He rushes out without raincoat and rubbers?

He bounces the football in the house and breaks your best vase?

He wastes the lights and runs up the bill?

He spends his money foolishly?

He acts the smart Aleck and upsets his glass of milk?

4. Discuss your own use of these punishments: Requiring a child to apologize, giving a task, depriving the child of something, sending him to bed or making him leave the room or the dinner table.
5. If we use punishment, may we ask: What are we going to do when he gets too big to spank? How would we like to have a moving picture of our method of discipline flashed before us and our friends after we have cooled off? How does our child feel about it? How do we feel about it afterwards?
6. Discipline does not always mean giving orders and threats and punishment. There is a pleasure side to good discipline. How much use do you make of the pleasure side?
7. How have you cultivated your child's appetite for the right food so that he enjoys eating it?
8. What successes have you had in leading children to enjoy right habits instead of having to punish and re-train bad habits?
9. Can you think of things you learned to enjoy doing just because you were successful the first time? Do you watch for leading your child into success rather than failure?

10. How do you help your child get so he feels happy because he knows that he has been good?
 11. How much praise do you use in child training? How do you keep the child from getting so he must have praise for every simple act?
 12. When and how do you use rewards in child training?
- Note.—The above questions are taken from Radio Series by Bess N. Rosa on Parents and Child Discipline.

Things to do:

Have parents make a list of ways they could try at home to get their children to mind and have them report at the next meeting.

References:

Rosa, Bess N., Radio Series, Parents and Child Discipline.

U. S. Department of Labor. Child Management. 10.

IX. INDIRECT CONTROL OF CHILDREN.

Questions to consider:

1. When do you think it wise to leave children alone—that is, say or do nothing at all? Give some such experience and tell how it came out.
2. Think of some problem which you have. Make plans for getting control of it by planning ahead. For example:
 - The child who dreads school.
 - The child who makes trouble when company comes.
 - The child who has too many bad colds.
3. How would you make two brothers happy in school—one of whom is bright and successful at everything, the other who is careless and unsuccessful and unhappy in school.
4. What are the things your child needs to have in his home to work with—things to do?
5. How can your group influence the community atmosphere that affects your children?
6. If you have a “problem” child, have you taken the trouble to give him a thorough physical examination and have you studied his personality and his place in the family to find out why he may not be happy?

7. Can you tell of times when you have seen your child reflect you or his father in his behavior; that is, follow your example?
8. Which do you think is most important in training beautiful, honest children—teaching, punishment, or example? Can you give experiences with such training?

Note.—The above questions are taken from Radio Series by Bess N. Rosa on Parents and Child Discipline.

References:

- U. S. Department of Labor. Are You Training Your Child to be Happy? 1938. .10.
Rosa, Bess N., Radio Series, Parents and Child Discipline.

X. THE BUSY CHILD IS THE GOOD CHILD.

Questions to consider:

1. Why are little children always into something? Think of stories to illustrate this.
2. Is it better to punish them, stop them, or give them something else to do?
3. What can our children do in our homes? Help with the work, play as we work, do things for themselves, do things with other children. Maybe we haven't time to fool with them. Maybe we don't want them playing while we work. Maybe we would rather do things for them.
4. What can they do in the yard? Work, play, pets, play with other children.
5. What can they do in the community?

Things to do:

Make toys.

Have an exhibit of things children have done.

References:

- Rosa, Bess N., Radio Series, Interests of Children.
Address: Mrs. J. W. Burke, Gibsonville, N. C.
Alschuler, Rose, Two to Six, William Morrow. 1933.
\$1.50.

XI. ANGER AND FIGHTING.

Questions to consider:

1. Should children be permitted to fight sometimes?
2. Should the parents or some other adult interfere when children are fighting?
3. Should parents teach their children to fight?
4. How does fighting affect the relationship of children to other children?
5. Why do we get angry?
6. What happens to you when you get angry?
7. Should we get aroused over some things?

References:

Teachers College and Works Progress Administration,
Fighting. .01.

XII. FEAR AND COURAGE.

Questions to consider:

1. How do children become afraid? Have the group tell about fears they have or have had.
2. Have you ever disciplined your child by threatening him with the "bogey man," the policeman, etc.? What should we do about older children who tell younger brothers and sisters wild and fantastic stories?
3. What is the value of giving our children abundant opportunities for success in work and play? How does failure affect them?
4. How will examples of courage help our children?
5. What happens to the child who is over-protected; who is given too much direction and warning?
6. How shall we introduce new experiences to the young child; such as, new or different noises, strange people, etc.?
7. What can be done to help the child who has developed real fears? Would it help to:
 - Respect his fear. Avoid the use of shame, scolding, threats or bribes.
 - Suggest courage before he shows the fear.
 - Associate the fear with pleasure that is more compelling than the fear.

Give him something else to do while facing the fear.

Repeat the fear experience with help and encouragement.

Get acquainted with the feared object gradually.

Help him get skill in meeting the feared experience—swimming, crossing the street, speaking his piece, defending himself.

Things to do:

The following story might lend itself to dramatization.

GOING TO SLEEP IN THE DARK

Mary, five years old, always wants the light left on when she is going to sleep. Her mother does not want her to grow up afraid of the dark and still she does not want Mary to be frightened just before going to sleep. Mary cries if the light is put out.

WHAT WOULD YOU DO?

1. Tell Mary there is nothing to be afraid of and turn out the light?
2. Have the light on and turn it off after she is asleep?
3. Sit with her in the dark until she goes to sleep?
4. Turn the light out and tell her to call you if she is frightened?
5. Give Mary her own flashlight so that she can control the light and dark in the room and divert her attention from herself to the flashlight? Her interest in the flashlight will lessen her fear of darkness.

What we do in the nursery school

In nursery school all children sleep in a darkened room. Each child sleeps in his own bed. If he questions the darkness he is assured the teacher is near if he needs her and that it is easier for him to go to sleep in a darkened room.

Note.—The story given above is taken from the pamphlet, "What Would You Do?" by Laura R. Karl, May E. Peabody and Grace Gilbert Smith, issued by the Child Development and Parent Education Bureau, Albany, New York.

References:

Teachers College and Works Progress Administration,
Fears. .01.

U. S. Department of Labor, Child Management. .10.

XIII. LYING AND STEALING.

Questions to consider:

1. Are children just born honest or do they have to learn to be trustworthy?
2. Why do children lie to their parents? Why do children steal?
3. Can parents help children to be truthful by giving them a feeling of security through regular and dependable care?
4. Do you as a parent always tell the truth when your children are near you?
5. How can parents keep their children's belief in them?
6. Should you tell your children the truth even though you know they will be frightened?
7. How can the following help your child to be honest and truthful?

Seeing that he learns to respect other people's belongings when he is very young.

Being careful not to tempt him beyond his strength.

Giving him opportunities to show honesty and to accept responsibility.

Giving him small enough responsibility so that success is certain.

Providing for play experiences among children of his own age and size.

8. How can parents help children overcome lying or stealing?

References:

Happy Childhood, John E. Anderson, pp. 127-130.

Teachers College and Works Progress Administration,
Do Your Children Tell the Truth? Why Do Children Steal? Why Do Our Children Lie to Us? .01 each.

XIV. SEX EDUCATION.

Questions to consider:

1. How does the parent's attitude on sex influence his training of the child?
2. What is the child's natural attitude toward his body, sex information, etc.? Does it differ from his attitude toward other information?
3. What should be our response to his interest?
4. Will knowledge lead him into neighborhood difficulties?
5. What harm comes of ignorance and misinformation?
6. How should we answer his questions?
7. Where else does he get sex information?

References:

Strain, *New Patterns in Sex Teaching.*
Strain, *Being Born?*

XV. THE CHILD'S PLAYMATES.

Questions to consider:

1. Why does a child need varied contacts with children of his own age?
2. What happens to him if he plays only with older children?
3. Suppose he plays only with younger children?
4. What shall we do about the child the others don't like? Suppose one child feels disliked?
5. What should be our responsibility for the neighbor child who comes to visit?
6. Can we have higher standards for our children than their playmates have?
7. What traits would make you bar a child as a playmate for your child?

Things to do:

Have an exhibit or some pictures of play equipment that parents might have at home that would make their own yard more interesting to the neighbor children.

References:

Rosa, Bess N., Radio Series, Interests of Children.

U. S. Department of Labor, Home Play and Play Equipment for the Pre-School Child. .10; Backyard Playgrounds, .05.

XVI. DRAMATIZING PARENT-CHILD RELATIONSHIPS: ARE YOUR CHILDREN YOUR FRIENDS?

For this lesson you might select some subject such as, "Are Your Children Your Friends?" and have members of the group put on a skit.

Back numbers of the Parent-Teacher Magazine for 1936 and 1937 have a feature called *It's Up to Us What Children Do*. A number of these could be dramatized for an evening's program. These magazines may be found in your local library or secured from your local Parent-Teachers' Association.

CHAPTER IV. MATERIALS

LIST OF READING MATERIALS IN PAMPHLET FORM

American Association of University Women, 1634 Eye St., N. W., Washington, D. C.

Houdlette, Harriet. The American Family in a Changing Society. 1939 .....	.50
Zollinger, Helen W. and Miller, Jessie. Enjoying our Children. 1938 .....	.25

American Home Economics Association, 620 Mills Bldg., Washington, D. C.

Selected References on Education for Family Life. 1938 .....	.25
Consumer Buying. 1936 .....	.25
Consumer Purchasing Leaflets .....	.02

American Red Cross, 17 D & E, N. W., Washington, D. C.

Group Discussion Material on Accident Prevention. 1936 .....	.25
Safety for the Household. 1932 .....	.15

American Social Hygiene Association, 50 W. 50th St., New York

Social Hygiene News. (Monthly leaflet)	free
List of publications for parents and for young people	free
Sex Education in the Home .....	.10

Child Study Association of America, 221 W. 50th St., New York

Group Leaders' Packet of Four Pamphlets50
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National Congress of Parents and Teachers, 600 S. Michigan Blvd., Chicago, Ill.

Parent Education Guidebook .....	.10
Healthy Children .....	.10
Home Play in Rural Areas .....	.05
Our Homes .....	.25
Childrens' Reading .....	.10

National Committee for Mental Hygiene, 50 W. 50th St., New York

Packet of Child Training Pamphlets	1.12
Packet of 10 Mental Hygiene Pamphlets	1.00

National Recreation Association, 315 4th Ave., New York

Recreation, a Major Community Problem .....	.15
List of leaflets and pamphlets many of which are free	

Bureau of Home Economics, U. S. Dept. of Agriculture, Washington, D. C.

Family Food Budgets for Use of Relief Agencies	free
Getting the Most for Your Money	free

8 Charts, 12 x 15, Build Early for Good Growth .....	.40
9 Charts, 30 x 19, Clothing Selection Charts .....	.40
8 Charts, 23 x 15, Child Feeding Charts, 1931 .....	.25

Childrens' Bureau, U. S. Dept. of Labor, Washington, D. C.

CB Leaflet. How to Spend your Food Money. 1933	free
CB Folder No. 1. The Expectant Mother. 1936 .....	.05
CB Publication No. 4. Prenatal Care. 1930 .....	.10
CB Publication No. 8. Infant Care. 1938 .....	.10
CB Folder No. 8. Breast Feeding .....	.05
CB Publication No. 30. The Child from One to Six. 1934 .....	.15
CB Publication No. 135. Habit Clinics for Children of Pre-School Age .....	.10
CB Publication No. 238. Home Play and Play Equipment for the Pre-school Child. 1937 .....	.10
CB Publication No. 219. Good Posture in the Little Child .....	.10
CB Folder No. 2. Backyard Playgrounds .....	.05
CB Publication No. 225. Guiding the Adolescent .....	.10
CB Publication No. 143. Child Management. 1937 .....	.10
CB Publication No. 202. Are You Training Your Child to Be Happy? 1938 .....	.10
CB Publication No. 231. Handbook for Recreation Lead- ers. 1936 .....	.20
CB Reprint. The Maternal and Child Welfare Program and the Task Ahead. 1937	free
CB Mimeograph. Facts about Child Health. 1938	free

Consumers' Counsel Division, AAA, U. S. Dept. of the Interior, Washington, D. C.

Consumers' Guide (bi-weekly)	free
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Food and Drug Administration, U. S. Dept. of Agriculture

Digest of Food and Drugs Act of 1938	free
Radio Talks on How to Read Food and Drug Labels	free

Household Finance Corporation, 919 N. Michigan Ave., Chicago

Better Buymanship Bulletins. 3¢ each. Send for list	free
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Office of Education, U. S. Dept. of the Interior, Washington, D. C.

Parents' Problems with Exceptional Children10
Some Educational Activities for the Young Child in the Home .....	.05

Teachers College and Works Progress Administration, 525 West 120th Street, New York

PRE-SCHOOL SERIES:

A Home for the Little Child .....	.01
Are Your Children Your Friends? .....	.01
Bashfulness .....	.01
Children and Money .....	.01
Children Copy Grown Up People .....	.01
Cleanliness .....	.01

Day Dreaming .....	.01
Do You Tell Your Children the Truth? .....	.01
Dressing .....	.01
Eating .....	.01
Fighting .....	.01
Rewards .....	.01
Sleeping .....	.01
Stuttering .....	.01
The Lazy Child .....	.01
The Neglected Child .....	.01
The Spoiled Child .....	.01
What Do Parents Owe Their Children? .....	.01
What Traits Do Children Acquire? .....	.01
When Children Destroy Things .....	.01
Why Are Children in the Same Family Different? .....	.01
Why Birthmarks? .....	.01
Why Do Children Steal? .....	.01
Why Do Our Children Lie to Us? .....	.01

SCHOOL-AGE SERIES:

At School for the First Time .01	Money and Allowances ..	.01
Children and Books	Sex Education .....	.01
Children and Movies	Sharing Hobbies .....	.01
Children and the Radio	Space Arrangement in	
Democracy and the Home ..	the Home .....	.01
Discipline	Summertime in the City ..	.01
Eating	Tardiness .....	.01
Family Fun	Teasing .....	.01
Fears	Why Are Children Jealous?	.01
Friendship	Why Do Children Lie? ..	.01

North Carolina Board of Health, Raleigh, N. C.

The Health Bulletin (Monthly)	free
Contains list of free health literature	

North Carolina State Congress of Parents and Teachers. Address: Mrs. J. W. Burke, Gibsonville, N. C.

RADIO STUDY GROUP SERIES ON:

Living with our Children. Six lessons	free
Parents and Child Discipline. Six lessons	free
Interests of Children. Six lessons	free
Home Management and Child Development. Five lessons	free
Home Relationships. Five lessons	free

Metropolitan Life Insurance Company, New York

The Baby	free
Out of Babyhood into Childhood	free
Good Habits for Children	free
Sleep	free
First Aid	free
Three Meals a Day	free
The Family Food Supply	free

University of Iowa, Iowa City, Iowa.

Child Welfare Pamphlets. 3 cents each. Send for free list.

Division of Education Projects, Works Progress Administration,
Washington, D. C.

Bibliography on Family Life Education. 1938 ----- free

BOOKS

- Alschuler, Rose. Two to Six. William Morrow. 1933. \$1.50.
 Allen and Briggs. Behave Yourself. Lippincott.
 Anderson, H. H. Children in the Family. Appleton-Century.
 1937.
 Child Study Association Staff. Parents Questions. Harpers,
 New York. 1936. \$2.00.
 Faegre, M. L. and Anderson, J. E. Child Care and Training.
 University of Minnesota Press. 1937.
 Fedder, Ruth. A Girl Grows Up. McGraw-Hill. 1939.
 Himes, Norman and Stone, Abraham. Practical Birth Control
 Methods. American Medical Association. 1937.
 Keliher, Alice. Life and Growth. Appleton-Century. 1938.
 Kenyon, Mrs. Josephine. Healthy Babies Are Happy Babies.
 Little-Brown. 1934. \$1.50.
 Langdon, Grace. Home Guidance for Young Children. John Day
 Company. 1936.
 Palmer, Mrs. R. L. Facts and Frauds in Woman's Hygiene.
 Saltzman, Eleanor. Learning to Be Good Parents. Maulthorne
 and Burack, Inc., 8 Arlington St., Boston. \$25.
 Stern, Bernhart J. The Family, Past and Present. Appleton-
 Century. 1938.
 Strain, Frances. New Patterns in Sex Teaching. 1934. \$2.00.
 Taylor, Katherine. Do Adolescents Need Parents. Appleton-
 Century. 1938.
 Zabriskie, Louise. Mother and Baby Care in Pictures. Lippin-
 cott. 1936.

OTHER VALUABLE MATERIALS

Radio

Charts

Movies

Pictures and posters

For present use of these materials see the references throughout the Guide Book such as: radio programs sponsored by the State Congress of Parents and Teachers and presented by Mrs. Bess N. Rosa; the use of movies depicting family life education, and charts that you may procure from the Federal Government.

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